Spring Branch Independent School District

Ridgecrest Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

Student success is our mission.

Vision

Building an environment of excellence where every child perseveres and problem solve with compassion.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Needs Assessment Overview

As we head into the 2019-2020 school year, our desire is to continue to grow to the next level for our school by building on our strengths of high expectations for learning and strong and positive school culture.

Demographics

Demographics Summary

At Ridgecrest Elementary, we currently serve 785 students ranging from Kindergarten to 5th Grade. We have 54 certified teachers on staff serving as classroom teachers, instructional specialists, enrichment teachers and special education teachers. The Race/Ethnicity of our Students are as follows: We have 94% of our students who are Hispanic/Latino, 1.7% are African-American, 2.6% are White and 1% are Asian or other ethnicities. Among our students, 97.9% of them receive free/reduced lunch. Also, 75% are English Language Learners. Finally, we have 11% of students receiving Special Education Services.

Demographics Strengths

We are a school rich in more than one language proficiency, and we have children who come to us with a variety of gifts and strengths that we have the opportunity to build upon. We have 3 students who are taking Advanced Math in 6th Grade and 5th Grade per Credit By Exam. We have 3% students identified as GT. It is an increase of 2% from last year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ridgecrest is in pursuit of closing the achievement gap between students who are economically disadvantaged versus those who are not. **Root Cause**: We will continue to increase our expectations for learning for every child by building upon their strengths.

Student Academic Achievement

Student Academic Achievement Summary

Our 2019 STAAR Results were as follows: 75% of our 3rd - 5th Graders met minimum expectations in Reading, 82% of them met minimum expectations in Math, 62% of our 4th Graders met the minimum expectations in Writing, and 74% of our 5th Grade students met minimum expectations in Science.

In the area of School Culture, 97% of our 3rd - 5th grade students voted they felt they were connected to the school.

Student Academic Achievement Strengths

Our student achievement strengths are in the areas of Math, Reading and Science on our campus. Our students have made growth in Reading (+4% points) this year from last year. Biliteracy is another strength that we will continue to grow in. Math also is an area that we have seen gains K-5. Also, we earned a distinction in Closing the Gaps for state accountability.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We need to continue to build bilteracy (English and Spanish reading and writing) in our students and critical thinking skills. **Root Cause**: We will build teacher capacity in building literacy skills across all content areas.

School Processes & Programs

School Processes & Programs Summary

For the upcoming 2019-2020 school year, Ridgecrest has no new teachers to education. We also added 5 additional teachers.

Our focus will also be on increasing the Math, Reading and Writing Skills, Academic Vocabulary, and Critical Thinking skills for problem solving for all ELL students and Non-ELL students.

School Processes & Programs Strengths

We are a school with a large number of staff members who have served at Ridgecrest Elementary for 10 years or more. Others who have joined our family have experience in education for at least 3 - 20 years. Our teachers are dedicated to their role as educators, and they are committed raising student achievement. On top of this and most importantly, is that our staff cares about the children as individuals as well as their learning.

Through PLCs and planning sessions, the Instructional Leadership Team support teacher's effective implementation of curriculum through innovative and research based strategies and on-going assessment practices. Teachers collaborate with each other within grade levels and across to alsing practices for optimal student results.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Ridgecrest continues to strive to provide a strong and positive culture of learning, support and collaboration to ensure staff members needs are met. **Root Cause**: Teachers and staff desire to be effective in their role and to be supported in the process.

Perceptions

Perceptions Summary

On our Spring 2019 Panorama School Connectedness Survey for Grades 3 - 5, our students scored our school with a score of 97% of students feeling connected to the school. The Component Scores were as follows: School Belonging was at 96%, School Climate was at 96%, School Rigorous Expectations was at 98%, School Safety was at 96% and last but not least, Teacher - Student Relationships scored at 97%.

We believe in our Spring Branch Core Values of Every Child, Moral Compass, Limitless Curiosity, Collective Greatness and Collaborative Spirit.

Perceptions Strengths

Student surveys from Panorama as well as random empathy interviews revealed that students believe their teachers care about them and their learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Ridgecrest is committed to increasing School Safety and Belonging among student surveys. **Root Cause**: Students continue to need support in character development and soft skills such as empathy.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2020, at least 50% of students will meet or exceed growth Reading and 70% in Math as measured by MAP.

2018-19: Reading - 46% met CGI; Math - 66% met CGI
2017-18: Reading - 43% met CGI; Math - 62% met CGI

    Evaluation Data Source(s) 1: MAP EOY Data

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) The After School Academy will begin in September for Grades K-5 to address and support students who need accelerated instruction to close the reading and math achievement gap. The After School Academy will be year long. The Roadrunner Summer Camp will take place in June 2020 to help students with additional help.	2.4, 2.5, 2.6	Teachers Administration	Campus and District Assessments Report Cards STAAR DRA/EDL MAP	40%	75%	90%
Funding Sources: 211 - Title I, Part A - 67600.00, 199 PIC 11 - Instructional Services - 3000.00						
2) Teachers will receive training on the components of a balanced literacy classroom including Guided Reading and Writer's Workshop.	2.4, 2.5, 2.6	Dean of Instruction Interventionist Administrators	DRA/EDL MAP Campus and District Assessments STAAR TELPAS	50%	70%	90%
3) Our Interventionists will work with teachers on instructional strategies to ensure students are reading on grade level or above.		Dean of Instruction, MCL, Intervention Specialist Administrators	DRA/EDL MAP STAAR	45%	50%	75%
Funding Sources: 211 - Title I, Part A - 168106.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Implement a school-wide Reading Campaign with monthly activities and incentives to increase the amount of time students are reading daily.		Librarian Reading Campaign Committee Intervention Specialist MCL Administration	DRA/EDL MAP STAAR Increase in love and amount of reading	40%	50%	75%
Purchase materials for intervention for reading.	**Funding Sources**: 211 - Title I, Part A - 13000.00, 199 PIC 11 - Instructional Services - 4200.00					
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2020, at least 100% of 3-5 graders will respond favorably on School Connectedness using the Panorama survey.

2018-19: School Connectedness-97%
2017-18: School Connectedness-95%

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will implement Community Circle daily in their classroom to build a community of learners and reinforce positive relationships.	2.4, 2.5, 2.6	Teachers Dean of Students Counselor Administration	Reduce Discipline Referrals Panorama Survey	40%	50%	75%
Funding Sources: 199 PIC 11 - Instructional Services - 1500.00						
2) Teachers will reinforce monthly character traits through read alouds, writing prompts and community circle.	2.4, 2.5, 2.6	Teachers Dean of Students Counselor Administration	Reduce Discipline Referrals Panorama Survey	40%	50%	75%
3) As a Redesign school, we will increase student agency in Grades 3-5 as they learn how to choose signature activities that pertain to their personal interests in the multiple intelligence areas.	2.4, 2.5, 2.6	Administrators Enrichment Team Librarian	Panorama Survey	40%	50%	75%
	100% = Accomplished	0% = No Progress	✖ = Discontinue			

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2020, at least 50% of students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades)

2018-19: 34% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 32% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) As a Redesign School, Signature Experiences in Personalized Learning have been developed to increase student critical thinking skills and student agency across the school. 1. Interdisciplinary Units of Inquiry K-2 2. Passion Project Based Learning 3-5 3. Student Goal Setting and Data Binders.	2.4, 2.5, 2.6	Administration Redesign Team Teachers	Report Card DRA/ED MAP STAAR	40%	50%	75%
Funding Sources: 199 PIC 11 - Instructional Services - 5000.00, 211 - Title I, Part A - 4000.00, 199 PIC 99 - Undistributed - 2000.00						
2) In order for teachers to plan and engage students in rigorous and relevant learning activities in the classroom, teachers will be coached on how to increase the level of rigor in thinking for students through Professional Learning Communities and planning sessions. They will ensure high expectations for student achievement in the classroom for every child.	2.4, 2.5, 2.6	Interventionist Administration Teachers	Campus and District Assessments STAAR Report Cards DRA/EDL MAP	40%	50%	75%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) In order to personalize student learning to develop critical reading skills, teachers will incorporate the blended learning model into their instructional delivery and continue to use the model of balanced literacy to ensure students growth. Purchase of guided reading books and other reading material. Librarian will purchase additional reading book for the library.	2.4, 2.5, 2.6	Administration Interventionists Teachers Librarian	Progress Reports Report Cards District and Campus Assessments DRA/EDL Informal observation of learning visits	40%	50%	75%
	Funding Sources: 211 - Title I, Part A - 8000.00					

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1:
By June 2020, will close existing gaps in post secondary readiness by at least 5% between Special Education Students and Non-Special Education Students and least 5% between ELL Students and Non-ELL Students while all performance improves.

2018-19: Special Ed 4%; non-Special Ed 38%
2017-18: Special Ed 8%; non-Special Ed 35%

2018-19: English Learners 25%; non-English Learners 52%
2017-18: English Learners 17%; non-English Learners 51%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) K-5 Teachers and Special Education Teachers will attend professional development in math to learn high yield strategies and math workshop blended learning model.	2.4, 2.5, 2.6	Administration Dean of Instruction Teachers	Report Cards Campus and District Assessments MAP STAAR	40%	70%	75%
Funding Sources: 199 PIC 11 - Instructional Services - 2000.00, 211 - Title I, Part A - 2750.00						
2) Professional development and training for teachers on learning strategies to personalize instruction through flexible small group/individualized instruction, rigorous thinking experiences and student agency. Through Professional Learning Communities, teachers will collaborate with instructional leadership team to write assessments that reflect the state standard and level of complexity.	2.4, 2.5, 2.6	Administration Dean of Instruction Interventionists Teachers	Common Assessment Data Report Cards District and State Assessments	40%	50%	75%
Funding Sources: 211 - Title I, Part A - 750.00, 199 PIC 99 - Undistributed - 3000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) Teacher will have professional development in effective ELD strategies that develop and ensure English academic vocabulary. The guidelines and specifics of the dual language program and ESL program will be reviewed for teachers.		Teachers, Intervention Specialists MCL Administration	Campu s and District Assessments Report Cards TELPAS	40%	75%	100%
We will partner with the bilingual/esl department to work with Dr. Mercuri, with our K-2 English Language Instruction. Also, we will collaborate with Vivian Pratts and Laura Ramos (Dr. Sandra Mercuri and Associates) to develop and implement ELD strategies for our 3-5 grades.		**Funding Sources**: 211 - Title I, Part A - 4000.00, 199 PIC 11 - Instructional Services - 2000.00				

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: Meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision. Dual Language K-5 Afterschool Program GT Program	2.4, 2.5, 2.6	Counselor Administration CIS Worker	MAP Data District and State Assessments Report Card STAAR	40%	50%	75%
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in growth percentage in MAP and DRA. Teachers will be trained in Guided Reading, Analysis Pyramid, and Writer's Workshop. The reading intervention specialist will work closely with new teachers and struggling teachers to meet students needs. Purchase guided reading materials.	2.4, 2.5, 2.6	Intervention Specialist Administration	Administration DRA/EDL MAP Running Records Report Cards STAAR	40%	50%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide accelerated instruction via supplemental materials and services. Progress will be recorded on the accelerated instructional plan; interim reports and opportunities to conference will be provided to parents of students so identified.	2.4, 2.5, 2.6	Administrators Diagnostician Special Ed. Staff Teachers	MAP Campus and District Assessments Surveys Report Cards	40%	50%	75%
Teachers will attend staff development on how to identify and work with struggling students in small groups to ensure success. After School tutorials will be provided for students who do not meet academic standards.			**Funding Sources**: 211 - Title I, Part A - 22478.00, 199 PIC 30 - At Risk School Wide SCE - 4000.00, 199 PIC 99 - Undistributed - 2000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Continue to provide support for new teachers through the mentor program. Training on integration of technology into the instructional practices will be given to teachers. Devices, accessories (headphones) and software will be purchased. RAZ Kids and/or I-Station software to be purchased for K-2 & Special Ed students. Achieve 3000 will be purchased to target 3-5 grades. PC's/laptops needed to update student use in the library/classrooms. Purchase of projectors where needed. Purchase of Document Cameras for as needed for instructional classroom use. Purchase of IPads for Kinder Team. Purchase of headphones for students in 1st grade.	2.4, 2.5, 2.6	Administrators Technology Committee District Technology Staff ITS Learning Trail Guide	Campus and District Assessments STAAR Surveys Report Cards	40%	50%	100%
	Funding Sources: 211 - Title I, Part A - 14372.00, 199 PIC 99 - Undistributed - 4000.00					
5) Promote parent and community involvement in drug and violence prevention programs/activities. Parenting classes through CIS and will be available for the parents. Monthly parent meetings will be held by the principal for information on prevention programs and up to date district initiative. AVANCE, ESL classes, nutrition classes and legal aid classes.	3.1, 3.2	Administrators CIS Worker Counselor	Sign-In Sheets Participation Discipline Referrals	40%	50%	100%
	Funding Sources: 211 - Title I, Part A - 350.00					

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Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention - Teachers will be trained on identifying and preventing bullying at RGE. * Violence/conflict resolution - The counselor will train and work with students on problem-solving techniques * No Place for Hate - the school will participate in the NPFH activities. * CSHAC - the committee will meet bi-semester to plan healthy activities for our students and staff * Community Circles - ongoing training and implementation of Community Circles will be planned on campus. * Behavior Support Team - the cadre will train and make presentations on the staff on how to work with students using these strategies. *System of Care - district support will be requested from this department for help with training for teachers.	2.4, 2.6	Administrators Counselor CIS CSHAC Committee Behavior Support Team Action Based Learning Team System of Care	Spring Panorama Discipline Reports	40%	50%	75%
		Funding Sources: 199 PIC 99 - Undistributed - 2250.00				
7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. The diagnostician will work with teachers to ensure IEP's and BIP's are implemented.	2.4, 2.6	Administrators Diagnostician Dean of Students Special Ed. Staff Teachers	ARDS Report Cards STAAR District and Campus Assessments	40%	50%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? Staffing meetings will be scheduled to meet on students progress and any recommendations that are needed to ensure students success.	2.4, 2.5, 2.6	Administrators Diagnostician Special Ed. Staff Teachers	ARD Minutes IEP's Progress Reports District & Campus Assessments STAAR	40%	50%	100%
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. District and Campus staff development will be scheduled to ensure all staff members understand compliance requirements and timelines. Purchase supplies needed in the classroom setting.	2.4, 2.5, 2.6	Administrators Diagnostician Special Education Staff Counselor	Schedules Meeting Minutes Audit	40%	50%	100%
		Funding Sources: 199 PIC 23 - Special Education - 1820.00				
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist Intervention Specialist and Assistant Principals will develop staff development and data analysis to address support for the at-risk students in all content areas. After School Tutorials, Curriculum Nights, Family Literacy Nights, STREAM Nights and Saturday camps will be provided to help at-risk students.	2.4, 2.5, 2.6	Administrators Intervention Specialist Librarian LEP Intervention Assistant	Campus and District Assessments STAAR Report Cards	40%	50%	75%
		Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 13820.00, 211 - Title I, Part A - 10000.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials After-school extended day Intervention Specialists and Assistant Principals will develop	2.4, 2.5, 2.6	Administrators Dean of Students Interventionists Teacher Assistants Librarian	Sign-in Sheets DRA Progress Reports TELPAS Report Cards Campus/District/State Assessments	40%	50%	100%
staff development and conduct data analysis to address support for the at-risk students in all content areas. After School tutorials; STREAM Nights, Family Literacy Nights and Saturday Campus will be provided to help at-risk students. Purchase of materials for maker space. May need to purchase merchandise at HEB for Science projects and/or Family activity nights.	**Funding Sources**: 211 - Title I, Part A - 58950.00, 199 PIC 25 - ESL/Bilingual - 12080.00, 199 PIC 11 - Instructional Services - 8000.00					
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships Recognition events will be held for our volunteers and partners. The counselor and CIS manager will communicate needs and help with recruitment of volunteers and partners. They will also coordinate events for helping our community.	3.2	Counselor CIS Manager Administrators	Volunteer Reports Sign-In Sheet	40%	50%	75%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Dual Language Programs *Personalized Learning * Flexible Grouping * Small Group Instruction	2.4, 2.5, 2.6	Administrators Intervention Specialists Teachers	Campus and District Assessments Progress Reports T-TESS Report Cards STAAR	40%	50%	75%
* This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. The school will have vertical alignment meetings to discuss TEKS across the curriculum and the gaps created between grade levels. Small Group instruction will be a focus area as an acceleration strategy. Opportunities for teachers to do peer observations will be scheduled and debriefing will occur.	**Funding Sources**: 199 PIC 11 - Instructional Services - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. All staff will be trained in ELD and Rigor increasing strategies such as questioning.	2.4, 2.6	Administrators Intervention Specialist	Campus and District Assessments T-TESS STAAR	40%	50%	75%
		Funding Sources: 211 - Title I, Part A - 5000.00, 199 PIC 11 - Instructional Services - 2000.00				
15) Provide support for new teachers with ongoing mentoring and planning with certified staff. All new teachers will be provided with a mentor. Campus will provide staff development for new teachers on site. New teachers will observe veteran teachers. Support will be given to new teachers by having interventionist model lessons and conduct coaching session.	2.4, 2.6	Administrators Lead Mentor Interventionists Team Leader	T-TESS Retention Rate	40%	50%	75%
16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website The administration team will assist HR in attending recruiting and job fairs.	2.4, 2.6	Administration	Hiring Data Retention	40%	50%	75%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. The CIT will meet monthly to discuss campus needs and agenda items relating to professional development needs. Meetings will be held with the principal for parents to voice suggestions and needs for the school in order to guide staff development.	2.4, 2.6, 3.2	CIT member Administration CIS Counselor	Agendas Sign-In Sheets	40%	50%	100%
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. Ridgecrest will collaborate with Lion Lane to provide Kinder Round-up where the Pre-K students visit and tour Ridgecrest. Multiple Pre-K parent meeting will be scheduled in the spring to allow parents to meet teachers and tour the building. Snacks will be provided for the students.	2.4, 2.6, 3.2	Kindergarten Teachers Administration Pre-K Director	Parent Sign in Sheets Agendas	40%	50%	75%
		Funding Sources: 199 PIC 11 - Instructional Services - 300.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. A) The counselor will check to ensure that GT students are in the appropriate classes and that teacher have the certification needed to instruct them. Teachers will attend training to meet the needs of our GT students. Parent Awareness Training will be provided.	2.4, 2.5, 2.6, 3.2	Administration Counselor Teacher	Student Portfolios T-TESS	40%	50%	100%
20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. The Counselor will work with teachers on effective instructional strategies on how to differentiate for Gifted students.	2.4, 2.5, 2.6	Administrators Counselor Library Advanced Academic Studies	Student Referrals for GT identification Screening Reports	40%	50%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.	2.4, 2.5, 2.6, 3.2	Bendwood Administrator Counselor Advanced Academic Studies Department	Sign-In Sheets Student Referrals for GT Identification	40%	100%	100%
22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year:	2.4, 2.6, 3.2	CSHAC Committee Health Fitness Teachers Nurse CNS Manager	Fitness Gram Assessments Surveys Attendance Report Clinic Logs	40%	50%	75%
a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey The school will conduct a health fair once a year for the community		**Funding Sources**: 199 PIC 99 - Undistributed - 2000.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. A parent Title I meeting will be held in the first 9 weeks of school to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio. Follow up meetings will be held to get regular input from parents on Curriculum, Programs, and other academic and social issues.	2.4, 2.6, 3.1, 3.2	Administration Counselor CIS	Sign-In Sheets Agendas	40%	75%	75%
24) Increase Parent Involvement attendance at Title I Annual Meetings, parent meetings monthly, Library Nights and/or any parent nights for parents and students. Title I Parent meetings will cover the following with parents: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings.	2.4, 2.6, 3.1, 3.2	Administration CIS Counselor Librarian	Flyers Agendas Sign-in Sheets Minutes	40%	50%	75%
The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be covered. Will conduct monthly meetings with parents. Child care will be provided for evening events for smaller children so that parents will be allowed to attend.	**Funding Sources**: 211 - Title I, Part A - 5644.00, 199 PIC 99 - Undistributed - 3000.00, 199 PIC 11 - Instructional Services - 3000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	6399	$3,000.00
1	1	4	Incentives	6499	$1,000.00
1	1	4	Supplies	6399	$3,200.00
2	1	1	supplies/materials	6399	$1,500.00
3	1	1	supplies (paper and binders)	6399	$5,000.00
4	1	1	staff development	6411	$2,000.00
4	1	3	Staff Development Contracts	6499	$2,000.00
5	1	11	supplies	6399	$3,000.00
5	1	11	supplies - purchase of paper	6399	$5,000.00
5	1	13	materials	3,000	$0.00
5	1	14	Staff Development	6411	$2,000.00
5	1	18	CNS	6499	$300.00
5	1	24	Supplies - paper	6399	$3,000.00
				Sub-Total	$31,000.00
			Budgeted Fund Source Amount		$31,000.00
				+/- Difference	$0

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	9	Supplies	6399	$1,820.00
				Sub-Total	$1,820.00
			Budgeted Fund Source Amount		$1,820.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	supplies	6399	$12,080.00
				Sub-Total	$12,080.00
				Budgeted Fund Source Amount	$12,080.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Supplies/Materials	6399	$4,000.00
5	1	10	supplies	6399	$13,820.00
				Sub-Total	$17,820.00
				Budgeted Fund Source Amount	$17,820.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	supplies	6399	$2,000.00
4	1	2	substitutes	6112	$3,000.00
5	1	3	supplies	6399	$2,000.00
5	1	4	hardware	6498	$4,000.00
5	1	6	Counselor Budget	6399	$2,250.00
5	1	22	Clinic Budget	6399	$2,000.00
5	1	24	Supplies	6399	$3,000.00
				Sub-Total	$18,250.00
				Budgeted Fund Source Amount	$18,250.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Pay - tutoring	6116	$45,000.00
1	1	1	Supplies	6399	$5,000.00
1	1	1	Summer school pay - professional	6116	$15,000.00
1	1	1	Summer School Parent Liaison	61.6125	$2,600.00
1	1	3			$168,106.00
1	1	4	Guided Reading Books	6329	$6,000.00
1	1	4	Library Books	6329	$7,000.00
3	1	1	supplies	6399	$4,000.00
3	1	3	Reading materials	6329	$8,000.00
4	1	1	staff development	6239	$750.00
4	1	1	substitutes	6112	$2,000.00
4	1	2	supplies	6399	$750.00
4	1	3	Staff Development Contracts	6299	$3,000.00
4	1	3	Substitutes	6112	$1,000.00
5	1	3	summer school	6116	$22,478.00
5	1	4	Adaptive software, Software License	6397	$11,372.00
5	1	4	Projectors / IPads/Tech Hardware/Document Cameras	6398	$2,000.00
5	1	4	headphone accessories	6399	$1,000.00
5	1	5	Supplies	6499	$350.00
5	1	10	supplies	6399	$10,000.00
5	1	11	supplies	6399	$28,950.00
5	1	11	LEP Assistant	6129	$30,000.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	14	Supplies	6399	$2,000.00
5	1	14	Substitutes	6116	$3,000.00
5	1	24	Child care	61.6125	$2,000.00
5	1	24	Supplies	61.6499	$644.00
5	1	24	supplies	6399	$3,000.00
				Sub-Total	$385,000.00
				Budgeted Fund Source Amount	$385,000.00
				+/- Difference	$0
				Grand Total	$465,970.00